

E B MORSE ELEMENTARY

200 Parkview Drive
Laurens, SC 29360

GRADES K-5 Elementary School

ENROLLMENT 588 Students

PRINCIPAL Kathy B. Weir 864-984-7777

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	47	53	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

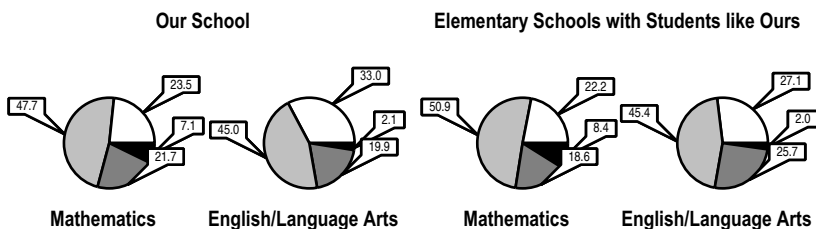
FOR MORE INFORMATION, VISIT WEBSITES AT:




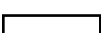
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	92	76
Percent satisfied with learning environment	82.1%	89.0%	84.2%
Percent satisfied with social and physical environment	86.8%	82.6%	67.6%
Percent satisfied with home-school relations	63.2%	90.2%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	294	99.7	33.0	45.0	19.9	2.1	22.0	17.6
Gender								
Male	153	99.3	37.2	42.8	19.3	0.7	20.0	17.6
Female	141	100.0	28.5	47.4	20.4	3.6	24.1	17.6
Racial/Ethnic Group								
White	118	99.2	14.3	47.3	33.0	5.4	38.4	17.6
African-American	176	100.0	45.3	43.5	11.2	N/A	11.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	240	100.0	26.7	47.8	23.3	2.2	25.4	17.6
Disabled	54	98.1	62.0	32.0	4.0	2.0	6.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	294	99.7	33.0	45.0	19.9	2.1	22.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	294	99.7	33.0	45.0	19.9	2.1	22.0	17.6
Socio-Economic Status								
Subsidized meals	184	100.0	43.7	43.1	12.6	0.6	13.2	17.6
Full-pay meals	110	99.1	15.7	48.1	31.5	4.6	36.1	17.6

Mathematics								
All students	294	99.3	23.5	47.7	21.7	7.1	28.8	15.5
Gender								
Male	153	99.3	20.7	49.7	24.1	5.5	29.7	15.5
Female	141	99.3	26.5	45.6	19.1	8.8	27.9	15.5
Racial/Ethnic Group								
White	118	99.2	8.9	43.8	31.3	16.1	47.3	15.5
African-American	176	99.4	33.1	50.3	15.4	1.2	16.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	240	100.0	19.8	47.8	24.1	8.2	32.3	15.5
Disabled	54	96.3	40.8	46.9	10.2	2.0	12.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	294	99.3	23.5	47.7	21.7	7.1	28.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	294	99.3	23.5	47.7	21.7	7.1	28.8	15.5
Socio-Economic Status								
Subsidized meals	184	99.5	31.2	51.4	15.6	1.7	17.3	15.5
Full-pay meals	110	99.1	11.1	41.7	31.5	15.7	47.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	105	N/A	18.4	52.0	27.6	2.0	29.6
	Grade 4	94	N/A	16.0	54.3	28.7	1.1	29.8
	Grade 5	122	N/A	33.9	50.4	15.7	N/A	15.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	28.1	43.8	24.7	3.4	28.1
	Grade 4	100	99.0	37.2	38.3	22.3	2.1	24.5
	Grade 5	101	100.0	33.3	52.5	13.1	1.0	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	105	N/A	37.0	44.0	15.0	4.0	19.0
	Grade 4	94	N/A	34.0	34.0	23.4	8.5	31.9
	Grade 5	122	N/A	29.5	57.4	9.0	4.1	13.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	20.5	48.9	23.9	6.8	30.7
	Grade 4	100	99.0	19.1	50.0	21.3	9.6	30.9
	Grade 5	101	100.0	30.3	44.4	20.2	5.1	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.8%	Down from 7.3%	2.7%	2.4%
Attendance rate	95.8%	No change	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.8%	Up from 0.0%	12.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.1%	Up from 0.0%	8.4%	8.0%
Older than usual for grade	1.7%	Up from 0.8%	1.2%	1.1%
Suspended or expelled	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	33.3%	Down from 43.2%	47.6%	50.0%
Continuing contract teachers	79.5%	Up from 72.7%	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.2%	Down from 72.5%	86.9%	86.2%
Teacher attendance rate	95.7%	Up from 95.0%	95.2%	95.3%
Average teacher salary	\$39,318	Down 1.0%	\$39,408	\$39,909
Prof. development days/teacher	8.4 days	Down from 11.9 days	11.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	18.8 to 1	Down from 19.2 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 89.5%	89.3%	89.7%
Dollars spent per pupil*	\$6,133	Up 13.2%	\$5,647	\$5,892
Percent spent on teacher salaries*	65.9%	Up from 65.8%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

E. B. Morse Elementary School has had an exciting and challenging school year in 2002 - 2003. Our student body of 650 included 54 preschool children.

Our school had a School-wide Title I program this year. With funds received from this project, we employed an additional five-year kindergarten teacher and assistant to reduce class sizes, a first grade Literacy Tutor to support reading development, and a computer lab assistant to allow all students opportunities to work with standards-based technology. Approximately \$24,000 was used to purchase Alpha-Smart carts for use by our students. These carts each house 30 keyboards that can interface with computers. Other funding supported the purchase of materials for use in many other programs around the school.

E. B. Morse Elementary School has completed the first full year of our partnership with the South Carolina Department of Education and the Milken Family Foundation.

Our school is a pilot site for the Teacher Advancement Program. This program focuses on five principles: career opportunities for teacher, increased compensation for responsibilities, performance-based accountability, on-going applied professional development, and an increased pool of high quality applicants. Mentor and Master teachers have supported the development of quality instructional opportunities for all of our students.

Our PTO has been working hard to establish itself in the school and community. They have raised funds to develop a playground with equipment for our youngest students. Monthly parent meetings were held this year to keep parents informed about the academic expectations of our students.

Teachers have devoted one and a half hours each week during the school day to professional growth. Much of this time was spent in studying the South Carolina Academic Standards and in planning classroom instruction focused on these standards. We continue to study the academic achievements of our students. Our focus is on continued academic growth.

Kathy B. Weir, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.